



## DOCTOR OF EDUCATION (EDD)

**To what extent do intervention music classes impact on seven and eight year old children presenting with social, emotional and behavioural difficulties? A study of student learning in a deprived school setting.**

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## Appendix 2: Unit overview

UNIT & Skill Focus	Performing	Appraising	Composing	Links to other subjects	Resources & Time	Objectives Overview
<b>UNIT 1: Getting to know you!</b> <ul style="list-style-type: none"> <li>name game</li> <li>parachute games</li> <li>rhythm games</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>Literacy</li> <li>PE (music &amp; movement)</li> </ul>	<ul style="list-style-type: none"> <li>Large space</li> </ul> <b>TERM 1.2</b> : Tuesday	<ul style="list-style-type: none"> <li>Familiarity</li> <li>Rule setting</li> <li>Collaboration</li> <li>Fun!</li> </ul>
<b>UNIT 2: STOMP!</b> <ul style="list-style-type: none"> <li>Jelly, Jam &amp; Coca Cola!</li> <li>'24 Robbers at my door!'</li> <li>African rhythms</li> <li>'Magic Drum' story</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Numeracy</li> <li>Literacy</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Drum sticks</li> <li>Maps</li> <li>Rhythm cards</li> </ul> <b>TERM 1.2</b> : Tuesday	Grasp basic notation – crotchets, quavers & semiquavers
<b>UNIT 3: Elements of Music</b> <ul style="list-style-type: none"> <li>Graphic Notation</li> <li>Improvisation &amp; conducting</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Art</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Sound graphs</li> <li>Percussion inst.</li> </ul> <b>TERM 2.1</b> : Tuesday	Understand that a sound can be represented by a symbol
<b>UNIT 4: Performance I</b> <ul style="list-style-type: none"> <li>Samba</li> <li>Singing</li> <li>recorder</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Geography</li> <li>Numeracy</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>range of percussion</li> <li>word cards</li> <li>OHP &amp; projector</li> </ul> <b>TERM 2:2</b> : Tuesday	Understand music from other parts of the world through rhythm activities. Participation, enjoyment, breathing, intonation, stance, movement, dance

<b>UNIT 5: Performance II</b> <ul style="list-style-type: none"> <li>Recorders!</li> <li>Singing &amp; rap</li> <li>Staff notation</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Recorders</li> <li>OHP &amp; computer</li> </ul>	Grasp basics of playing an instrument – holding it properly, notation  <b>TERM 3.1 : Tuesday</b> Breathing & stance.
<b>UNIT 6: VALKYRIES</b> <b>‘Ride of the Valkyries’ Wagner</b> (holistic project)		✓		<ul style="list-style-type: none"> <li>Art</li> <li>ICT</li> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Paper &amp; paint</li> <li>OHP &amp; computer</li> <li>IPADS</li> <li>‘Word Photo Art’ on the IPAD</li> </ul>	Appraise music and explore feelings evoked.  Photograph work & insert poems/words.  <b>TERM 2.1 : Wednesday</b>
<b>UNIT 7: INSTRUMENTS &amp; PAINTING!</b> <ul style="list-style-type: none"> <li>Twinkle Twinkle!</li> <li>ukulele;</li> <li>xylophone</li> <li>piano</li> </ul>	✓	✓		<ul style="list-style-type: none"> <li>Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Ukulele</li> <li>Xylophones</li> <li>IPADS</li> </ul>	Application of notation to an instrument. C chord on uke. Piano pieces around C – fingers 1-5.  <b>TERM 2.2 : Wednesday</b>
<b>UNIT 8: Looping &amp; Grouping!</b> <ul style="list-style-type: none"> <li>Garage Band</li> <li>Instrumental dueting</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>ICT</li> </ul>	<ul style="list-style-type: none"> <li>IPADS</li> </ul>	Explore music through ICT looping programme ‘Garage Band’  <b>TERM 3.1: Wednesday</b>  Play together – work out how to play duets using ukulele, xylophone & piano